



Miami-Dade County Public Schools

ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2017-2018

Author: Aleksandr Shneyderman, Ed.D.

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Research Services

**Office of Assessment, Research, and Data Analysis
1450 NE 2nd Avenue, Suite 208, Miami, Florida 33132
(305) 995-2943 Fax (305) 995-1960**

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INTRODUCTION

This report is the first annual report designed to satisfy the requirements of the Every Student Succeeds Act (ESSA) that was signed into law in 2015. School year 2017-2018 was the first year in which state and local educational agencies were required to implement the provisions of that law. This report addresses the following three areas.

- Demographic characteristics of students classified as English Language Learners (ELL).
- English language acquisition results of ELL students on the English Language Proficiency assessments known as ACCESS for ELLs 2.0.
- Academic achievement results of students in the English for Speakers of Other Languages (ESOL) program and those who exited the ESOL program on the Florida Standards Assessments (FSA), and End-of-Course (EOC) assessments.

Each of these three areas is described in a separate section of the report.

When a student enrolls in Miami-Dade County Public Schools (M-DCPS) for the first time, a Home Language Survey is completed by the student's parents/guardians. This survey inquires whether a student's first language was a language other than English, whether a student's primary language is a language other than English, and whether a language other than English is used at home. If at least one of the answers is Yes, the student is tested to determine his/her English proficiency. Based on the results of this assessment, the student is either classified as an English Language Learner (ELL) or deemed proficient in English. Depending on the English proficiency levels, ELL students are enrolled in specific ESOL courses tailored to meet students' language needs. English proficiency levels for ELL students in M-DCPS range from ESOL 1 (lowest) to ESOL 4 (highest). Students' English proficiency levels are reassessed annually, and the appropriate ESOL placement is determined based on the results of that testing. Currently, ACCESS for ELLs 2.0 is used as the State-mandated English Language Proficiency test. ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. Once it is ascertained that a student has acquired English proficiency and satisfied the State requirements for exit from the ESOL program, the student exits the program and is re-classified as formerly ELL (ESOL level 5).

In this report, the achievement of students in the ESOL program is disaggregated by grade and ESOL level. As required by ESSA, the academic achievement results of formerly ELL students disaggregated by the number of years since ESOL exit are included in this report. For comparison purposes, the performance of students who have never been classified as ELL is included in the report as well. The time since ESOL exit is calculated as of May 1, 2018.

SECTION I

2017-2018 STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL students in the District as of February 2018. Table 1 below exhibits demographic features for all K-12 students in the District disaggregated by their ELL status, race/ethnicity, free/reduced price lunch (FRL) status, special education (SPED) status, and student language.

Table 1
2017-2018 Demographic Characteristics of Students in Grades K-12 by ELL Status

		ELL (n = 67,251)		The rest of M-DCPS (n = 277,391)	
		n	%	n	%
Race/ Ethnicity	Asian	540	0.8	3,268	1.2
	Black	4,989	7.4	64,251	23.2
	Hispanic	59,738	88.8	185,978	67.0
	White	1,920	2.9	21,719	7.8
	Other	64	0.1	2,175	0.8
FRL Status	Free	55,344	82.3	196,212	70.7
	Reduced	2,073	3.1	11,928	4.3
	Non-FRL	9,834	14.6	69,251	25.0
Student Language	Spanish	58,852	87.5	123,726	44.6
	Haitian Creole	4,568	6.8	7,862	2.8
	Other	3,831	5.7	145,803	52.6
SPED Status	Gifted	594	0.9	43,917	15.8
	Specific Learning Disabled	3,242	4.8	11,514	4.2
	Other SPED	3,875	5.8	16,323	5.9
	Non-SPED	59,540	88.5	205,637	74.1

Table 1 shows that ELL students, as a group, differ from the rest of the students in the District on some important characteristics. Overall, ELL students are more likely to be eligible for the federal free/reduced price lunch program (the eligibility for which is based on the household income) than students in the non-ELL group. In addition, ELL students are much less likely to be classified as gifted than are students in the rest of M-DCPS.

SECTION II

ENGLISH LANGUAGE ACQUISITION RESULTS

ACCESS for ELLs 2.0 was developed by the multistate World-class Instructional Design and Assessment (WIDA) consortium. It measures students' English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. The assessment provides scale scores and proficiency levels in each of these domains as well as an overall composite scale score and proficiency level. Proficiency levels vary from 1 to 6 and are labeled (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Level 6, or Reaching, is considered by the WIDA consortium as indicating proficiency in a particular English language domain. Proficiency level determinations are grade-level specific; proficiency levels below level 6 are reported as decimals. For example, a proficiency level of 3.4 indicates that a student is at the Developing level of proficiency and has made four tenths of the way to the Expanding level. Tables 10 and 11 show the outcomes on the 2018 ACCESS for ELLs 2.0.

Acquiring English Language Proficiency

Tables 2 and 3 show the percentages of students scoring within proficiency levels 4-6 by language domain and on the composite scale by grade and year. These proficiency levels are selected because the Florida State Board of Education defines scoring "proficient" on ACCESS for ELLs 2.0 as scoring at or above proficiency level 4 in reading and at or above level 4 on the composite scale.

Table 2

Numbers and Percentages of Students Scoring in Levels 4-6 in the Listening and Speaking Domains on the 2017 and 2018 ACCESS for ELLs 2.0

Grade	Listening				Speaking			
	2017		2018		2017		2018	
	n	%	n	%	n	%	n	%
K	5245	57	4879	55	4491	49	4229	48
1	7158	78	6121	74	3629	40	2621	32
2	7984	77	6237	75	4224	41	2829	34
3	8091	84	6509	83	3774	39	2709	35
4	3592	75	4637	80	2338	49	2740	48
5	4009	77	3303	75	2836	54	1974	45
6	2457	63	2693	67	1862	48	2106	53
7	1800	55	2055	59	1485	45	1588	45
8	1812	51	1605	51	1454	41	1163	37
9	1690	45	1468	44	1171	31	915	27
10	1682	49	1675	50	1058	31	865	26
11	1248	44	1288	46	774	27	802	29
12	769	46	735	44	432	27	460	28
K-12	47537	67	43205	66	29528	42	25001	38

Table 3

Numbers and Percentages of Students Scoring in Levels 4-6 in the Reading and Writing Domains and on the Composite Scale on the 2017 and 2018 ACCESS for ELLs 2.0

Grade	Reading				Writing				Composite			
	2017		2018		2017		2018		2017		2018	
	n	%	n	%	n	%	n	%	n	%	n	%
K	2220	24	1978	22	408	4	368	4	1706	19	1513	17
1	3481	38	2468	30	180	2	107	1	1406	15	1068	13
2	4784	46	3590	43	1394	13	548	7	3778	37	2362	29
3	5431	56	3669	47	1714	18	612	8	4562	48	2865	37
4	2251	47	2870	50	1543	32	2011	35	2319	49	3006	53
5	2294	44	1954	44	2033	39	1806	41	2914	56	2240	51
6	994	25	1120	28	852	22	614	15	1445	37	1546	39
7	861	26	899	26	662	20	476	14	1096	34	1247	36
8	966	27	875	28	661	19	321	10	1200	34	954	31
9	1319	35	1127	33	1212	32	1248	37	1234	33	1126	34
10	1198	35	1256	37	1072	31	1015	30	1095	33	1143	35
11	985	34	1099	39	888	31	861	31	886	32	927	34
12	519	31	515	31	369	22	346	21	439	28	406	25
K-12	27303	38	23420	36	12988	18	10333	16	24080	34	20403	32

Tables 2 and 3 show that the percentages of K-12 ELL students who scored within proficiency levels 4-6 in each of the language domains and on the composite scale were higher in 2017 than in 2018.

Making Progress in English Language Acquisition

Table 4 exhibits percentages of non-ESE students who made progress in each language domain and on the composite scale between 2017 and 2018. ESE students are those who have any primary exceptionality except gifted. Non-ESE students are those who are identified as gifted or have no primary exceptionality. Making progress in a language domain is defined in this report as having improved the domain proficiency level by at least 1 (for example, moving from a proficiency level 1.2 to 2.2 or higher in the language domain of Listening) or maintaining a proficiency level 4 or higher.

Table 5 shows the same information for ESE students (those with any primary exceptionality except gifted).

Table 4

Numbers and Percentages of Non-ESE Students Making Progress in Each Domain and on the Composite Scale between 2017 and 2018 based on ACCESS for ELLs 2.0 Results

2018 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	5837	87	3545	53	4500	67	3164	47	3721	56
2	5552	84	3016	46	3410	51	1823	28	1833	28
3	5264	90	2761	47	3629	62	842	14	1598	28
4	3557	89	2202	55	2328	58	1347	34	1985	51
5	2397	86	1631	59	1649	59	1145	41	1724	63
6	2078	78	1816	68	1083	41	372	14	1305	50
7	1713	73	1321	57	909	39	520	22	955	42
8	1420	66	1111	52	834	39	480	22	818	39
9	1330	61	844	39	1038	48	1002	46	929	44
10	1499	61	973	40	1106	45	704	29	924	39
11	1247	58	880	41	975	45	599	28	738	36
12	710	48	557	38	486	33	298	20	320	23
1-12	32605	79	20657	50	21947	53	12296	30	16850	42

Table 5

Numbers and Percentages of ESE Students Making Progress in Each Domain and on the Composite Scale between 2017 and 2018 based on ACCESS for ELLs 2.0 Results

2018 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	347	73	193	41	291	61	166	35	192	41
2	368	63	189	32	177	30	119	21	75	13
3	656	76	335	39	450	52	93	11	139	16
4	627	82	373	49	280	37	143	19	199	27
5	491	77	341	53	228	35	119	19	213	34
6	349	78	276	63	80	18	32	7	108	25
7	223	77	176	61	56	19	26	9	69	25
8	123	76	98	62	38	23	15	9	30	19
9	80	60	79	59	62	45	24	18	40	31
10	44	54	29	39	32	38	19	23	20	27
11	28	49	26	46	16	28	7	13	12	23
12	17	53	11	33	9	26	4	12	4	13
1-12	3353	74	2126	47	291	61	767	17	1101	25

Tables 4 and 5 show that the percentages of students making progress between 2017 and 2018 varied by language domain with the smallest percentages making progress in writing and the largest percentages in listening. This was true for both ESE and non-ESE students.

Acquiring English Language Proficiency and Exiting the ESOL Program

As mentioned previously, the Florida State Board of Education defines scoring “proficient” on ACCESS for ELLs 2.0 as scoring at or above proficiency level 4 in reading and at or above level 4 on the composite scale on ACCESS for ELLs 2.0. Students in grades K-2 who score proficient on ACCESS for ELLs 2.0 (as defined above) exit the ESOL program in accordance with the State Board Rule. Students in grades 3-9 must in addition score within achievement levels 3-5 on the FSA ELA to exit the ESOL program. Students in grades 10-12 must satisfy the ELA graduation requirement on the FSA ELA or via concordance scores.

Table 6 shows English language proficiency ESOL exit rates in 2016-2017 and in 2017-2018. The column labeled “Total n” refers to the number of ELLs as of June of each school year who participated in the ACCESS for ELLs 2.0. The figures shown in the next columns reflect those who scored proficient on ACCESS for ELLs 2.0 and those who exited the ESOL program based on the State criteria.

Table 6
Numbers of ELL Students tested on ACCESS for ELLs 2.0 and of those, Numbers and Percentages of Students Scoring Proficient and Exiting the ESOL Program in 2016-2017 and in 2017-2018

Grade	2016-2017					2017-2018				
	Total n	Proficient		Exited		Total n	Proficient		Exited	
		n	%	n	%		n	%	n	%
K	9248	1347	15	1347	15	8907	1143	13	1143	13
1	9193	1304	14	1304	14	8360	956	11	956	11
2	10437	3368	32	3368	32	8329	2134	26	2134	26
3	9561	3919	41	2820	29	7818	2360	30	1703	22
4	4711	1785	38	621	13	5694	2281	40	1083	19
5	5004	1938	39	598	12	4206	1605	38	542	13
6	3769	768	20	307	8	3840	879	23	339	9
7	3182	654	21	244	8	3410	713	21	252	7
8	3375	726	22	355	11	3063	615	20	263	9
9	3611	889	25	271	8	3295	840	25	249	8
10	3344	844	25	163	5	3312	948	29	186	6
11	2730	645	24	231	8	2578	638	25	214	8
12	1423	219	15	153	11	1320	190	14	132	10
K-12	69588	18406	26	11782	17	64132	15302	24	9196	14

Table 6 shows that the K-12 English proficiency rate for ELL students was 26% in 2016-2017; it decreased slightly to 24% in 2017-2018. Similarly, the ESOL exit rate was 17% in 2016-2017; it decreased to 14% in 2017-2018.

ELL students who do not satisfy the State criteria for exit from the ESOL program remain in the program. The ACCESS for ELLs 2.0 results are used in the District to assign the new ESOL level. Generally, the proficiency level on the composite scale is used for that purpose. If a student exhibits a composite proficiency level (truncated to the whole number) that is higher than the current ESOL level, then the student is “promoted” to that higher ESOL level, but not higher than ESOL level 4. For example, if the current ESOL level is 2, and the student scores a level of 3.1 on the composite scale, then the student is assigned a new ESOL level of 3. On the other hand, if the student demonstrates a composite proficiency level that,

when truncated to the whole number, is not higher than the current ESOL level, the student's current ESOL level remains. For example, if the current ESOL level of a student is 2, and the student scores 2.9 or lower on the composite scale, the student's ESOL level remains 2.

Table 7 shows the progress of students in terms of their movement to the higher ESOL levels and exiting the ESOL program for both the 2016-2017 and 2017-2018 school years. As an example, it shows that in 2017-2018 of the 2665 ESOL 1 students in grade K, 82% remained in ESOL level 1, 10% advanced to ESOL level 2, 6 % - to ESOL level 3, 1% - to ESOL level 4, and 2% exited the ESOL program. The percentage of grade K ELL students who advanced at least one ESOL level or exited the ESOL program was 22% in 2016-2017 and 20% in 2017-2018.

Table 7

Percentages of Students in ESOL Levels and Exiting the ESOL Program in 2016-2017 and in 2017-2018

Grade	2016-2017							2017-2018						
	Current ESOL	New ESOL					% in higher levels	Current ESOL	New ESOL					% in higher levels
		1	2	3	4	Exited			1	2	3	4	Exited	
K	1 (n=2665)	82%	10%	6%	1%	2%	22%	1 (n=2445)	82%	10%	6%	1%	2%	20%
	2 (n=1103)		73%	16%	3%	8%		2 (n=1128)		76%	15%	2%	7%	
	3 (n=1465)			85%	4%	11%		3 (n=1559)			84%	5%	12%	
	4 (n=4015)				74%	26%		4 (n=3775)				78%	22%	
1	1 (n=2493)	35%	41%	24%	0%	0%	39%	1 (n=2625)	31%	39%	29%	0%	1%	41%
	2 (n=1050)		37%	60%	0%	3%		2 (n=1120)		24%	59%	1%	16%	
	3 (n=1752)			87%	1%	12%		3 (n=1590)			86%	2%	12%	
	4 (n=3898)				73%	27%		4 (n=3025)				82%	18%	
2	1 (n=1467)	52%	31%	17%	0%	0%	45%	1 (n=1486)	42%	34%	22%	0%	1%	46%
	2 (n=888)		39%	55%	1%	6%		2 (n=1364)		23%	55%	2%	21%	
	3 (n=3256)			80%	4%	16%		3 (n=2771)			66%	4%	30%	
	4 (n=4826)				42%	58%		4 (n=2708)				63%	37%	
3	1 (n=1472)	42%	35%	23%	0%	0%	48%	1 (n=1422)	35%	38%	25%	0%	1%	48%
	2 (n=771)		32%	59%	5%	4%		2 (n=829)		26%	58%	6%	10%	
	3 (n=2232)			67%	21%	13%		3 (n=3457)			61%	17%	22%	
	4 (n=5086)				51%	49%		4 (n=2110)				60%	40%	
4	1 (n=1294)	38%	33%	28%	0%	0%	45%	1 (n=1269)	35%	35%	27%	1%	2%	51%
	2 (n=510)		14%	59%	19%	8%		2 (n=584)		15%	53%	19%	12%	
	3 (n=690)			38%	41%	21%		3 (n=1560)			41%	38%	21%	
	4 (n=2217)				81%	19%		4 (n=2281)				71%	29%	
5	1 (n=1155)	41%	33%	24%	1%	1%	39%	1 (n=1177)	36%	35%	26%	2%	1%	48%
	2 (n=431)		20%	55%	20%	5%		2 (n=487)		14%	51%	28%	7%	
	3 (n=795)			43%	43%	14%		3 (n=841)			36%	43%	21%	
	4 (n=2623)				83%	17%		4 (n=1701)				81%	19%	

Table 7 (Continued)

Percentages of Students in ESOL Levels and Exiting the ESOL Program in 2016-2017 and in 2017-2018

Grade	2016-2017							2017-2018						
	Current ESOL	New ESOL					% in higher levels	Current ESOL	New ESOL					% in higher levels
		1	2	3	4	Exited			1	2	3	4	Exited	
6	1 (n=1207)	40%	38%	21%	1%	0%	43%	1 (n=1125)	38%	41%	19%	1%	1%	42%
	2 (n=486)		27%	57%	11%	5%		2 (n=478)	0%	18%	60%	16%	6%	
	3 (n=740)			52%	38%	10%		3 (n=710)			51%	34%	15%	
	4 (n=1336)				84%	16%		4 (n=1527)				87%	13%	
7	1 (n=1144)	51%	33%	16%	0%	0%	42%	1 (n=1082)	48%	36%	15%	1%	0%	46%
	2 (n=497)		31%	54%	10%	5%		2 (n=590)		24%	59%	12%	4%	
	3 (n=609)			57%	34%	9%		3 (n=812)			50%	39%	10%	
	4 (n=932)				82%	18%		4 (n=926)				85%	15%	
8	1 (n=1265)	54%	31%	15%	0%	0%	46%	1 (n=1173)	50%	35%	13%	1%	0%	48%
	2 (n=599)		31%	53%	11%	5%		2 (n=549)		25%	62%	8%	5%	
	3 (n=687)			54%	34%	13%		3 (n=695)			54%	34%	13%	
	4 (n=824)				71%	29%		4 (n=646)				78%	22%	
9	1 (n=1516)	44%	37%	18%	1%	0%	52%	1 (n=1368)	40%	38%	20%	2%	1%	57%
	2 (n=644)		29%	57%	11%	3%		2 (n=617)		23%	53%	19%	5%	
	3 (n=732)			45%	45%	10%		3 (n=810)			43%	44%	12%	
	4 (n=719)				76%	24%		4 (n=500)				78%	22%	
10	1 (n=1069)	48%	33%	18%	0%	0%	39%	1 (n=1076)	51%	29%	19%	1%	0%	46%
	2 (n=651)		43%	47%	10%	1%		2 (n=717)		36%	53%	10%	1%	
	3 (n=658)			62%	33%	5%		3 (n=835)			49%	43%	8%	
	4 (n=966)				87%	13%		4 (n=684)				84%	16%	
11	1 (n=769)	54%	30%	16%	0%	0%	37%	1 (n=732)	51%	33%	15%	1%	0%	41%
	2 (n=578)		49%	43%	5%	2%		2 (n=534)		44%	47%	7%	1%	
	3 (n=562)			69%	24%	7%		3 (n=723)			61%	28%	11%	
	4 (n=821)				78%	22%		4 (n=589)				79%	21%	

Table 7 (Continued)

Percentages of Students in ESOL Levels and Exiting the ESOL Program in 2016-2017 and in 2017-2018

Grade	2016-2017							2017-2018						
	Current ESOL	New ESOL					% in higher levels	Current ESOL	New ESOL					% in higher levels
		1	2	3	4	Exited			1	2	3	4	Exited	
12	1 (n=262)	54%	35%	11%	0%	0%	29%	1 (n=260)	60%	30%	10%	0%	0%	31%
	2 (n=330)		65%	31%	2%	3%		2 (n=344)		63%	34%	2%	2%	
	3 (n=361)			81%	9%	9%		3 (n=428)			73%	12%	15%	
	4 (n=470)				77%	23%		4 (n=288)				79%	21%	
K-12	1 (n=17778)	50%	31%	18%	0%	1%	40%	1 (n=17240)	46%	32%	20%	1%	1%	43%
	2 (n=8538)		40%	49%	7%	4%		2 (n=9341)		32%	50%	8%	9%	
	3 (n=14539)			69%	19%	12%		3 (n=16791)			61%	21%	18%	
	4 (n=28733)				67%	33%		4 (n=20760)				75%	25%	

In the 2016-2017 school year 40% of ELL students in grades K-12 advanced at least one ESOL level or exited the ESOL program. In 2017-2018, that percentage increased to 43%.

Long-Term ELLs

Table 8 shows the number and percentage of English language learners who have not satisfied the State criteria for exit from the ESOL program within 5 years of their initial placement into the program as of the end of each school year. ESE students are those who have any primary exceptionality except gifted. Non-ESE students are those who are identified as gifted or have no primary exceptionality.

Table 8
Numbers and Percentages of Long-Term ELL Students

Grade	2016-2017				2017-2018			
	ESE		Non-ESE		ESE		Non-ESE	
	n	%	n	%	n	%	n	%
3	38	3	72	1	44	4	65	1
4	488	57	271	8	478	54	405	11
5	695	87	1365	37	506	78	833	27
6	394	78	541	18	379	81	855	27
7	243	77	297	11	261	76	438	15
8	215	80	334	12	156	78	293	11
9	152	80	357	11	118	73	300	10
10	87	66	348	11	74	71	359	12
11	53	67	325	14	58	65	318	14
12	51	70	251	21	59	67	283	24
3-12	2416	56	4161	13	2133	51	4149	14

Note: The counts of students who participate in Alternate ACCESS for ELLs and who might exit the ESOL program based on the results of that assessment are not included in this table.

Table 8 shows that the rate of long-term ELL ESE students in grades 3-12 decreased from 56% to 51% between 2016-2017 and 2017-2018. During the same period, that rate for non-ESE students increased from 13% to 14%.

SECTION III

2018 STATE ASSESSMENT RESULTS BY ELL STATUS

This section describes the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2018 State exams. In addition, it describes the performance of students who exited the ESOL program. The data are disaggregated by grade group, ESOL level or the time since the ESOL exit and students' ESE status. This section is separated into several subsections dealing with different academic disciplines.

2018 FSA English Language Arts (ELA) and Mathematics Results

Overall, 29% of current non-ESE ELL students in grades 3-5 performed at or above achievement level 3 on the ELA component of the 2018 FSA. The percentage for the Mathematics component was 46%, a considerably higher figure. The corresponding proportions for ESE ELL students were 18% for ELA and 30% for mathematics.

In grades 6-8, 11% of current non-ESE ELL students performed within achievement levels 3-5 on the ELA component of the 2018 FSA. The 2018 percentage for the mathematics subtest of the FSA was 27%. The corresponding proportions for ESE ELL students were 4% for ELA and 9% for mathematics.

In grades 9-10, about 8% of current non-ESE ELL students performed within achievement levels 3-5 on the ELA component of the 2018 FSA. The corresponding percentage for ESE ELL students was 3%.

The results shown in Table 9 indicate that the percentages of students in each grade group scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that when the students acquire sufficient levels of English proficiency and exit the ESOL program, they are ready to demonstrate what they know and can do on academic achievement tests in English. The proportions of formerly ELL students scoring at or above achievement level 3 on the FSA ELA and Mathematics are substantially higher than those for the current ELL students. This is true for both ESE and non-ESE students.

Table 9

Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the FSA in 2018

		ELA				Mathematics			
		Non-ESE		ESE		Non-ESE		ESE	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grades 3-5	ESOL 1	3881	5	161	2	3985	24	164	6
	ESOL 2	1530	21	371	6	1533	44	374	12
	ESOL 3	4529	37	1369	18	4536	53	1374	29
	ESOL 4	5147	42	1039	25	5162	58	1040	40
	Total ELL	15087	29	2940	18	15216	46	2952	30
	Up to 1 Year Out	7207	83	628	46	7216	85	630	52
	>=1 But <2 Years Out	2153	80	204	48	2155	83	203	58
	>=2 But <3 Years Out	5466	79	271	50	5474	82	270	54
	>=3 But <4 Years Out	2017	90	51	61	2017	89	51	59
	>=4 Years Out	114	87	13	38	114	91	13	31
	Never ELL	39344	69	4338	29	39416	74	4364	36
Grades 6-8	ESOL 1	3432	2	75	0	3559	17	76	0
	ESOL 2	1525	7	93	0	1485	27	90	4
	ESOL 3	2001	17	270	0	1904	36	271	2
	ESOL 4	2714	22	564	8	2579	33	564	14
	Total ELL	9672	11	1002	4	9527	27	1001	9
	Up to 1 Year Out	2572	45	637	13	2271	48	637	17
	>=1 But <2 Years Out	3160	55	536	25	2825	53	519	26
	>=2 But <3 Years Out	3876	45	823	18	3180	39	789	20
	>=3 But <4 Years Out	4396	72	312	34	3904	69	284	36
	>=4 Years Out	11790	80	479	49	7490	69	403	41
	Never ELL	35510	66	3410	23	27892	58	3291	22

Note: In this and all other tables of this section, all grouping variables are determined as of May 1, 2018.

Table 9 (continued)

Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the FSA in 2018

		ELA			
		Non-ESE		ESE	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grades 9-10	ESOL 1	2268	1	25	0
	ESOL 2	1253	4	38	0
	ESOL 3	1549	12	77	3
	ESOL 4	1100	21	83	5
	Total ELL	6170	8	223	3
	Up to 1 Year Out	1248	45	183	10
	>=1 But <2 Years Out	1183	44	144	10
	>=2 But <3 Years Out	2822	31	439	15
	>=3 But <4 Years Out	1977	51	332	25
	>=4 Years Out	13841	75	993	36
	Never ELL	20156	63	1823	24

2018 FCAT 2.0 Science Results

The results exhibited in Table 10 reveal that the percentages of students at each grade level scoring 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that students who exited the ESOL program exhibit markedly higher percentages scoring at or above achievement level 3 than the current ELL students do.

Table 10

Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 Science FCAT 2.0

		Non-ESE		ESE	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 5	ESOL 1	1219	7	39	0
	ESOL 2	424	16	65	5
	ESOL 3	662	33	187	7
	ESOL 4	1372	28	411	15
	Total ELL	3677	20	702	11
	Up to 1 Year Out	769	61	255	25
	>=1 But <2 Years Out	948	65	136	46
	>=2 But <3 Years Out	3603	67	198	47
	>=3 But <4 Years Out	1855	83	39	54
	>=4 Years Out	110	85	7	43
	Never ELL	12441	65	1311	26
Grade 8	ESOL 1	1219	4	23	0
	ESOL 2	514	9	21	0
	ESOL 3	640	18	60	0
	ESOL 4	566	23	100	9
	Total ELL	2939	11	204	4
	Up to 1 Year Out	547	45	89	17
	>=1 But <2 Years Out	528	45	102	14
	>=2 But <3 Years Out	2022	32	424	13
	>=3 But <4 Years Out	775	54	152	28
	>=4 Years Out	3966	64	182	36
	Never ELL	9126	54	1023	21

2018 End-of-Course Assessment Results

Students in various grade levels participated in the Spring 2018 End-of-Course Assessments. However, the number of ELL students and especially ESE ELL students was small for all but one grade level per EOC assessment. Consequently, the results of various EOC assessments will be shown for only those specific grade levels.

Algebra 1 and Geometry

Table 11

Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 FSA Algebra 1 and Geometry EOC Assessments

		Non-ESE		ESE	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Algebra 1 Grade 9	ESOL 1	1220	20	16	6
	ESOL 2	563	32	22	9
	ESOL 3	700	43	42	10
	ESOL 4	408	42	50	18
	Total ELL	2891	31	130	12
	Up to 1 Year Out	542	52	101	14
	>=1 But <2 Years Out	411	44	69	13
	>=2 But <3 Years Out	1202	33	218	22
	>=3 But <4 Years Out	800	43	198	22
	>=4 Years Out	2628	54	331	30
	Never ELL	5413	44	795	17
Geometry Grade 10	ESOL 1	828	16	5	0
	ESOL 2	600	26	12	0
	ESOL 3	713	36	26	4
	ESOL 4	582	41	27	19
	Total ELL	2723	29	70	9
	Up to 1 Year Out	430	56	58	12
	>=1 But <2 Years Out	452	44	61	13
	>=2 But <3 Years Out	984	30	168	11
	>=3 But <4 Years Out	498	33	84	13
	>=4 Years Out	3305	46	430	27
	Never ELL	4971	38	669	18

Civics and US History

Table 12

Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 Civics and US History EOC Assessments

		Non-ESE		ESE	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Civics Grade 7	ESOL 1	1114	14	21	14
	ESOL 2	561	27	28	14
	ESOL 3	721	48	91	10
	ESOL 4	796	55	172	42
	Total ELL	3192	34	312	28
	Up to 1 Year Out	693	74	173	45
	>=1 But <2 Years Out	1309	75	201	44
	>=2 But <3 Years Out	1073	71	272	42
	>=3 But <4 Years Out	247	81	31	48
	>=4 Years Out	4593	87	195	68
Never ELL	11993	82	1075	41	
US History Grade 11	ESOL 1	587	8	--	--
	ESOL 2	492	16	11	9
	ESOL 3	701	30	20	5
	ESOL 4	625	44	30	23
	Total ELL	2405	25	61	15
	Up to 1 Year Out	553	65	23	22
	>=1 But <2 Years Out	438	70	34	41
	>=2 But <3 Years Out	903	57	107	36
	>=3 But <4 Years Out	563	68	93	30
	>=4 Years Out	7439	80	714	49
Never ELL	8521	76	729	39	

Biology

Table 13

Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 Biology EOC Assessment

		Non-ESE		ESE	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Biology Grade 10	ESOL 1	819	11	5	20
	ESOL 2	617	21	11	0
	ESOL 3	733	36	25	12
	ESOL 4	553	43	29	21
	Total ELL	2722	26	70	14
	Up to 1 Year Out	410	66	57	19
	>=1 But <2 Years Out	464	56	65	20
	>=2 But <3 Years Out	986	46	180	23
	>=3 But <4 Years Out	480	57	93	22
	>=4 Years Out	2978	64	452	37
	Never ELL	4450	59	655	31

The results shown in Tables 10-12 indicate that the percentages of students in each grade group scoring at or above achievement level 3 increase as students acquire English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that when the students attain sufficient levels of English proficiency and exit the ESOL program, they are ready to demonstrate their knowledge and skills on academic achievement tests in English. The proportions of formerly ELL students scoring at or above achievement levels 3 on the EOC tests are considerably higher than those for the current ELL students. This is true for both ESE and non-ESE students.